DOCUMENT RESUME

ED 156 746 UD 018 325

AUTHOR Finley, Mary M., Comp.
TITLE A Selective Annotated Bibliography on the Elementary and Secondary Education Act.
PUB DATE 17 Dec 75
NOTE 22p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Annotated Bibliographies; Elementary Secondary Education; *Federal Programs; *Program Descriptions; *Program Evaluation
IDENTIFIERS *Elementary Secondary Education Act

ABSTRACT

This bibliography provides an overview of the literature on: the purposes of the Elementary and Secondary Education Act; the educational community's hopes, fears, and expectations regarding ESEA; descriptions of ESEA programs and projects; and evaluations of ESEA. It is not intended to be comprehensive, but rather to be illustrative of the literature on ESEA. Citations include journal articles, State evaluation reports, congressional hearings, and other official reports. Citations are indexed by ESEA Title, geographical location, and personal author. (Author/HC)

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A SELECTIVE ANNOTATED BIBLIOGRAPHY ON THE ELEMENTARY AND SECONDARY EDUCATION ACT

compiled by

Mary M. Finley

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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UD018325

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INTRODUCTION

In 1965, Congress passed Public Law 89-10, the Elementary and Secondary Education Act of 1965 (hereinafter referred to as ESEA). Technically, ESEA was an amendment to Public Law 81-874 (the "impacted area" school law of 1950), but generally ESEA is treated as an entirely separate law. It was acclaimed as the most far-reaching and significant federal education legislation thusfar enacted in this country.

The general purpose of each of the original five titles of ESEA and of the other titles added later as amendments is given below.

Title I: Programs designed to meet the special educational needs of educationally deprived children.

Title II: Purchase of school library resources, textbooks, and other printed material for the use of teachers and children.

Title III: Introduction of innovative programs into the schools.

Title IV: Educational research centers and laboratories.

Title V: Strengthen state departments of education.

Title VI: Improve education of mentally and physically handicapped children (enacted 1966).

Title VII: Bilingual education (enacted 1967).

Title VIII: Programs to cut school dropout rates (enacted 1967) and technical assistance for rural schools (enacted 1967, replaced in 1968 by the Vocational Education Amendments of 1968).

The intent of this selective annotated bibliography on ESEA is to provide an overview of the literature on: the purposes of ESEA; the educational community's hopes, fears, and expectations regarding ESEA; descriptions of ESEA programs and projects; and evaluations of ESEA. Hence, those items included are merely illustrative of the literature on ESEA and are not necessarily the best materials available on the topic.

PROVISIONS AND EXPECTATIONS

1. Congress and the Nation. Washington: Congressional Quarterly Service, 1965-

This series provides a comprehensive summary of national legislation and politics since 1945. Vol. II, 1965-1968, and Vol. III, 1969-1972, contain numerous references to ESEA and its amendments, concentrating upon the politics of its passage, provisions, and funding.

2. "First Work of These Times; Description and Analysis of the Elementary and Secondary Education Act of 1965," American Education. 1:13-20, April 1965.

Article provides a description and analysis of the five original titles of ESEA and of the administration and funding to be expected when appropriations for ESEA were approved.

3. McCarren, Edgar P. "What the Informed Public Should Know About ESA 1965," Catholic Educational Review. 63:505-523, November 1965.

Offers an explanation of the provisions of ESEA, with an emphasis on implications for nonpublic schools.

4. "ABC's of Implementing Titles I, II, and III of the Elementary and Secondary Education Act of 1965 (Public law 89-10)," American School Board Journal. 151:5-13, July 1965.

The purposes of Titles I, II, and III of ESEA, roles of federal, state, and local agencies with regard to ESEA, funds available under these titles, and the responsibility for evaluating programs funded by Title I are presented in this summary of presentations made by teams of U. S. Office of Education officials at one-day briefings in the headquarters cities of H.E.W.'s nine regional offices.

5. Smith, Gerald R. "How to Write a Project Proposal; Applying for Research Funds," Nation's Schools. 76:33-35+, August 1965.

Guidelines on grantsmanship for districts to use in applying for federal and foundation funds are given. Information on how proposals are approved for ESEA funding is included.

6. Hughes, John F. "TitleI, Elementary and Secondary Education Act of 1965," Audiovisual Instruction. 10:620-625, October 1965.

Article discusses the purposes of ESEA Title I, roles of agencies at different levels, applicability to nonpublic school children, and the need for evaluation.

7. Fairley, Richard L. "New Strings for Title I: Districts Must Show Comparability; Interview," Nation's Schools. 86:32-34, October 1970.
Interview with Richard L. Fairley, acting director of the U. S. Office of Education's Division of Compensatory Education concentrates on changes in the administration of Title I brought about by the 1970 amendments to ESEA,

8. "Parent Councils Can Help Title I Children," Federal Aid Planner, Summer 1973:15-18.
The obligations,in relation to parent councils, of a school district receiving Title I funds are outlined.

9. Jacobs, James N.; Garofalo, Marvin J. "Survey of Staff Opinions by Cincinnati Public Schools on the Importance of Programs Possible Under Title I of the Education Act of 1965," American School Board Journal, 151:5-6, September 1965.
Results of a survey of staff opinions by Cincinnati Public Schools on the importance of sixty suggested programs eligible for Title I funding and of ten broad classifications of programs are presented. Educational personnel, curriculums, and related educational services were found to be the most highly ranked programs. In general, the staff preferred an extension of those programs that were already available--but not in adequate amounts--rather than less traditional or familiar programs.

10. "How to Choose a Title I Project," Nation's Schools. 76:19-21, December 1965.
This hypothetical case study of a district's designing an effective Title I project includes brief descriptions of ten approved Title I projects.

11. Lewis, Philip. "Elementary and Secondary Education Act of 1965, Title I:Designing Projects," Audiovisual Instruction. 10:722-723, November 1965.
This article lists ideas for potential Title I projects involving media.

12. Phillips, Harry L.; Lorenz, John. "Title II, Elementary and Secondary Education Act of 1965," Audiovisual Instruction. 10:626-629, October 1965.
Article summarizes the need for and provisions of ESEA Title II.

13. Borland, Hal. "Books Persist; Progress Under Title II of the Elementary and Secondary Education Act of 1965," American Education. 2:8-12, March 1965.
Article discusses Title II provisions and state plans submitted for fiscal 1966. Maryland's Title II plan is described. Some provisions of the Pennsylvania and Colorado plans are given.

14. Stanley, Raymond J. "Elementary and Secondary Education Act of 1965," Audiovisual Instruction. 10:630-632, October 1965.
Article summarizes the provisions of ESEA Title III.

15. Kearns, Doris. "The Growth and Development of Title III, ESEA," Educational Technology. 9:7-14, May 1969.
The development of ESEA Title III is traced from mid-1964 to the end of 1965. Title III is considered as the federal government's opportunity to be a change agent in education.

16. "How to Get Title III Funds," Nation's Schools. 76:49-66, September 1965.
This report on ESEA Title III covers preparation of a proposal, guidelines, twenty-six models of programs, and a sample proposal by the Genesee Valley School Development Association (N.Y.).

17. "What Title III Proposals Look Like," Nation's Schools. 77:27-28, January 1966.
Article discusses proposals for grants under ESEA Title III. Descriptions of eight planning grant proposals and seven operational grant proposals competing for Title III funds are given.

18. Bright, R. L. "Back to the Drawing Boards; Progress Under Title IV of the Elementary and Secondary Education Act," American Education. 2:14-17, May 1966.
Article outlines the anticipated function of regional laboratories to be funded by ESEA Title IV.

19. Eynon, Emily F. "Title IV, Elementary and Secondary Education Act of 1965," Audiovisual Instruction. 10:719-721, November 1965.
A brief description of the aims of ESEA Title IV and its relationship to the Cooperative Research Act is given.

20. Purcell, Claude. "Georgia's Supt. Purcell Tells Where School Lunch Fits in Education Act," Nation's Schools. 76:80, September 1965.
Article details food service implications for each of the five titles in ESEA.

21. Jones, Milbrey L. "Libraries and the 1965 Education Act," American School Board Journal. 151:22-23, November 1965.
ESEA presents an opportunity to demonstrate the relationship of high quality school libraries to creative teaching and learning. Article summarizes the aspects of ESEA Titles I, II, III, IV, and V which could affect school libraries.

22. Hill, Wilhelmina. "What the New Money for Social Studies Means," Grade Teacher. 83:86+, October 1965.
Article describes briefly NDEA, ESEA, and other federal programs that fund projects in social studies. Cooperative Research Program grants are presented in greater detail than the other programs.

23. Wirtz, Morvin A; Chalfant, James C. "Elementary and Secondary Education Act: Implications for Handicapped Children," Exceptional Children. 32:139-146, November 1965.
A description and analysis of the five original titles of ESEA is given with a discussion, by title, of implications of ESEA for the handicapped.

24. Mackie, Romaine P. "Opportunities for Education of Handicapped Under Title I, Public Law 89-10," Exceptional Children. 32:593-598, May 1966.
Provisions of ESEA, as they apply to education of the handicapped, are summarized.

25. Bryan, J. Ned; Chalfant, James C. "Elementary and Secondary Education Act of 1965: Potential for Serving the Gifted," Exceptional Children. 32:147-155, November 1965.
Article summarizes the implications of each of the five original titles of ESEA for developing programs for gifted children. Suggestions for implementation are offered.

26. Martin, jr., Edwin et al. "P. L. 91-230, the Elementary and Secondary Education Act Amendments of 1969: Title VI, the Education of the Handicapped Act," Exceptional Children. 37:53-56, September 1970.
Provisions of Title VI of the ESEA Amendments of 1969 for the education of the handicapped are outlined.

27. Mosher, Charles. "Different Drum; Federal School Aid: Creature of Apathy and Ignorance," Ohio Schools. 43:9-10, September 1965.
U.S. Congressman Mosher explains his dissenting vote on ESEA, citing the states' forfeiture of responsibility for public programs to the federal government and his fear of the intrusion of congressional politics into educational policy.

28. Thatcher, David A. "Enter Funding, Exit Curriculum Planning," Elementary School Journal. 67:171-178, January 1967.
Author stresses the negative impact of funded programs, with their uncertainty of continuance and funding levels, on the long-range and educator-controlled curriculum development of a school. He considers general aid to education a desirable alternative to categorical programs.

29. "Early Childhood Program Support," American Education. 4:14, October 1968.
Article lists U.S. Office of Education sources of funds for preschool education. Substantial investment comes under titles I, III, and IV of ESEA. Examples of preschool projects funded in fiscal 1968 under these titles are listed.

30. "ESEA: How the First Full Year is Changing Our Classrooms," Grade Teacher. 84:133-138+, May 1967.
Article describes several ESEA funded projects that "typify the atmosphere of innovation and change that is electrifying our classrooms."

31. Schuster, Marjorie. "City Schools and Federal Funds; Report from Cleveland," National Elementary Principal. 46:25-26, January 1967.
Report on Cleveland's ESEA Title I and Title III projects, examples of programs to meet the problems of inner-city schools and enrich educational opportunities for all children.

32. Allison, George E. "ESEA: Title I at Work in Orange County, Florida," Audiovisual Instruction. 11:786, December 1966.
Article describes projects funded by Orange County, Florida's ESEA Title I funds for 1965-1966. Five projects emphasizing improvement of basic reading skills and abilities were funded.

33. McFarland, J. W. "Focus on Achievement; Houston, First City in the Nation with an Approved Program under Title I of the Elementary and Secondary Education Act," Texas Outlook. 50:26-29+, February 1966.
Article is a description of the components of Houston's "Focus on Achievement" ESEA Title I program, including a brief section on its evaluation methods.

34. Mathematics Education Programs Funded Under Title I, ESEA of 1965. Volume II. Albany: New York State Education Dept., 1968. (ERIC document: ED 035697).
Publication describes twenty-five New York ESEA Title I projects involving mathematics. Some descriptions include information evaluating the project.

35. Rivera, Vidal A. "Forgotten Ones: Children of Migrants," National Elementary Principal. 50:41-44, November 1970.
ESEA Title I was amended in November 1966 (P. L. 89-750) to include children of migratory agricultural workers. This article presents the need for improved migrant education and some accomplishments of ESEA Title I programs for migrant children.

36. Currie, Dorothy H. "ESEA: Fifty States Implement Title II," Audiovisual Instruction. 11:787-790, December 1966.
Survey analysis, in chart form, of state plans for implementing ESEA Title II in fiscal year 1966. Chart includes: amount of grant; state administrative agency; administrative pattern for local level; basis of allocation; proportional amounts for materials.

37. Harvey, Lester W. "ESEA: Title II in Nebraska; One of Two in Fifty," Audiovisual Instruction. 11:791-794, December 1966.
Author traces the first year of ESEA Title II experiences in Nebraska, one of two states in which local and state education agencies cannot provide materials to private schools on a loan basis.

38. Niles, Olive Stafford; Goodrich, Ralph W. "Connecticut Title II: Teachers Focus on Creative Ideas," Journal of Reading. 16:388-391, February 1973.
Article describes a Connecticut reading development program, using ESEA Title II funds, to build children's motivation for reading, to put the funds in the hands of classroom teachers, and to stimulate the teachers to make the most creative and intensive use of the funds. Activities of several projects are summarized.

39. "What Schools Should Know About Title II Funds," Nation's Schools. 77:110-112, March 1966.
U.S. Office of Education officials tell, based on a sampling of thirty state plans, how states are using the money available to them in 1966 under Title II of ESEA. Emphasis in the state plans is on school library resources.

40. "Children of the Dunes," American Education. 2:7, September 1966.
A description of Middletown, New Jersey's Sandy Hook Project, an ESEA Title III Project to Advance Creativity in Education, is given.

41. Donovan, B. E.; Swanker, E. M. "New York City: We'll Put Title III to Work at the Concrete Roots Level," Nation's Schools. 77:54-55+, April 1966.
Article describes New York City Schools' ESEATitle III planning grant proposal to encourage local educational innovations.

42. Phillips, Harry L. "New Dimension; Progress Under Title III of the Elementary and Secondary Education Act of 1965," American Education. 2:15-20, April 1966.
Author views ESEA Title III programs as resources of ideas. Several programs are described briefly.

43. United States. Bureau of Elementary and Secondary Education. Pacesetters in Innovation. Washington: U.S.G.P.O., 1966-1969.
An annual publication from 1966 to 1969, this series contains resumes of the planning and operational grant proposals of ESEA Title III's Projects to Advance Creativity in Education. The complete proposals are available on microfiche. 1969 volume is cumulative for all projects ongoing in 1969.

44. "Whatever Happened to Those Regional Laboratories?," Grade Teacher. 87:96-100+, December 1969.
Article traces the history of ESEA Title IV regional laboratories from 1965 to 1969, stressing changes in purpose and funding difficulties. A sample of the regional laboratories projects in elementary education that were current in 1969 is included.

45. Nix, Jack P. "Tri-state Study of Education Governance: Georgia, Ohio, and New York," School and Society. 100:283, Summer 1972.
Announcement of a tri-state ESEA Title V project to study school governance at the state level as it relates to local and federal levels.

46. Guide to Title VII ESEA Bilingual Bicultural Projects in the United States. Austin, Texas: Education Service Center Region 13, 1973. (ERIC document: ED 080284).
Report gives brief descriptions of all ESEA Title VII projects funded through fiscal year 1972-1973.

47. United States. Office of Education. Positive Approaches to Dropout Prevention. Washington: U.S.G.P.O., 1973. (ERIC document: ED 087135).
Report describes twelve ESEA Title VIII projects in considerable detail to encourage replication of the most successful project components by other schools.

EVALUATIONS

48. Perkins, Carl D. "View from Capitol Hill," Grade Teacher 86:19-20+, February 1969.

Congressman Perkins, Chairman of the House Committee on Education and Labor, reports on early returns of his survey of school superintendents on improvement of ESEA and other existent federal programs and areas of unmet need. School superintendents urged more federal money for education and general, rather than categorical, aid.

49. "U.S.O.E. Starts Push for Model Schools in Urban Slums," Nation's Schools. 81:22-23, June 1968.

Education Commissioner Harold Howe II is cited as encouraging the establishment of model schools for ghetto children with ESEA money and criticizing districts for spreading ESEA funds too evenly throughout their districts rather than concentrating the money on children of the poor.

50. United States. Congress. House of Representatives. Committee on Education and Labor. General Subcommittee on Education. Elementary and Secondary Education Amendments of 1973. Hearings, Ninety-third Congress, first session. Washington: U.S.G.P.O., 1973.

These hearings contain a wealth of information on the functioning of ESEA.

51. United States. Congress. Senate. Committee on Labor and Public Welfare. Subcommittee on Education. Education Legislation, 1973. Hearings, Ninety-third Congress, first session. Washington: U.S.G.P.O., 1973.

These hearings present considerable information on ESEA. A reprint of the 1972 H.E.W. study, The Effectiveness of Compensatory Education, is included.

52. Annual Evaluation Report on Programs Funded Under Title I ESEA in Maryland, Fiscal Year 1968. [Center for Urban Education, 1968.] (ERIC Document: ED 034822).

Report evaluates the 1968 ESEA Title I programs in Maryland. Evaluation, based on teacher observations and test data, showed that program had improved students' attitudes and reading skills. Four projects are described in considerable detail.

53. Closing the Gap. A Report of the First Two Years of Experience with ESEA, Title I in New York State. Albany: New York State Education Dept., 1968. (ERIC Document: ED 035695).
Report summarizes information on ESEA Title I programs in New York for 1965-1967.

54. ESEA Title I Evaluation Report. Wichita Program for Educationally Deprived Children, September 1968-August 1969. Wichita, Kansas: Wichita Unified School District 259, 1969. (ERIC Document: ED 034818).
Major aim of Wichita's ESEA Title I program was the correction of reading and attendance problems although a number of supplementary activities were also funded and included in this evaluation. Appendix includes sample evaluation questionnaires.

55. Final Report of the Evaluation of the Summer 1970 Exploratory Vocational Training Program for Physically Handicapped and Mentally Retarded Pupils. ESEA Title I. New York: Teaching and Learning Research Corp., 1970. (ERIC Document: ED 066525).
Report is a description and evaluation of a summer program, funded under ESEA Title I, to provide an instructional-vocational program for handicapped students.

56. Is It Helping Poor Children? Title I of ESEA. A Report. Revised second edition. Washington: National Association for the Advancement of Colored People and the Washington Research Project, 1969. (ERIC Document: ED 036600).
Report evaluates ESEA Title I programs for children of low-income parents. Administration of Title I and its programs are criticized and some recommendations are given.

57. Murphy, Jerome T. "Title I of ESEA: The Politics of Implementing Federal Education Reform," Harvard Educational Review. 41:35-63, February 1971.
Author examines the roles of local, state, and federal government and the interaction between these levels of government concerning ESEA Title I. He discusses political and bureaucratic obstacles to the implementation of education reform in a federal system and possible ways for the poor to exercise a more influential role in Title I's operation.

58. New York State Annual Evaluation Report for 1967-68 Fiscal Year: Programs for Children of Migratory Workers. ESEA, 1965-Title I. Albany: New York State Education Dept., 1968. (ERIC Document: ED 036584).
Annual evaluation of New York's ESEA Title I program for migrant children discusses projects, problems in implementing effective services to migrant children, and program effectiveness.

59. Project Mission, Summer 1968 and School Year 1968-69 of the Baltimore City Public Schools. Evaluation of ESEA Title I Project for Fiscal Year 1969. White Plains, N.Y.: Educational Research Services, Inc., 1969. (ERIC Document ED 036588).

Report describes and evaluates Project Mission, a project designed to give college students teacher training in inner-city schools.

60. Rider, Gerald S.; Martinez, Gilbert. "Title I and Remedial Reading for Disadvantaged Students," California Journal of Educational Research. 20:31-39, January 1969.

This study of twenty-one California districts' ESEA Title I remedial reading programs focuses on identification and analysis of the components of programs attempting to teach remedial reading to disadvantaged students. A majority of the programs used diagnostic programs, special remedial reading facilities, reading specialists, and two or more methods for teaching reading.

61. Smith, Carl B.; Austin, Mary C. "Conducting a National Study of Title I Reading Programs," Reading Research Quarterly. 4:323-341, Spring 1969.

Article describes the design and procedures of the National Study of Title I Reading Programs of 1966-67. Selected results of the survey are included, but emphasis is on the process of conducting this type of national survey.

62. State Annual Evaluation Report, Title I, ESEA, Fiscal Year 1967. Hartford: Connecticut State Dept. of Education, 1967. (ERIC Document: ED 034826).

An evaluation of Connecticut's ESEA Title I program in 1967, this report describes programs, gives test and attendance data to substantiate conclusions, and includes sample evaluation forms.

63. Stelf, W. "Widespread Misuse of Title I Funds Blasted in Private Research Report," Nation's Schools. 84:84+, December 1969.

Major charges of a report by the Washington Research Project and the NAACP Legal Defense and Educational Fund on the use of ESEA Title I funds are presented. (See entry 56 for complete report).

64. Survey and Analyses of Results from Title I Funding for Compensatory Education. Final Report. Washington: General Electric Co., 1968. (ERIC Document ED 022975).

This report studies the productivity of compensatory education, particularly the effects of ESEA Title I during its first year and a half. Results suggested that the amount of improvement was related to level of expenditure and that many programs did not yield maximum possible benefits.

65. Tapscott, Elizabeth M. State Summary of Title I ESEA for Fiscal Year 1967. Honolulu: Hawaii State Dept. of Education, 1967. (ERIC Document ED 034821).
Report evaluates 110 Hawaiian ESEA Title I projects during fiscal year 1967. Description of programs, evaluations based on professional observation and test scores, and supportive statistical data are included.

66. Title I ESEA: Annual Report, 1966-67. Jackson: Mississippi State Dept. of Education, 1967. (ERIC Document: ED 034825).
Evaluation of Mississippi's ESEA Title I program includes a description of activities and tabulations of data pertinent to the Title I program.

67. "Title I: Student Council Opinion Poll; Student Reactions," Nation's Schools. 84:41, September 1969.
Article presents results of a questionnaire survey of a student advisory group consisting of junior high students enrolled in ESEA Title I projects. Questionnaire deals with student reactions to the ESEA projects.

68. United States. Office of Education. History of Title I ESEA. Washington: U.S.G.P.O., 1969.
Publication outlines the major provisions of ESEA Title I, its administration, and requirements for evaluation. Statistical data and a discussion of the impact and effectiveness of Title I are included.

69. How ESEA Title II Meets the Educational Needs of Poor Children. A Special Report. Washington: U.S. Office of Education, 1969. (ERIC Document: ED 035692).
Report describes activities undertaken under ESEA Title II. Statistical data on Title II participation and funding during 1966-1968, by region and state, are given.

70. Finn, James D. "Institutionalization of Evaluation," Educational Technology. 9:14-23, December 1969.
Author discusses the need for evaluation, with specific reference to ESEA Title III, and problems associated with the institutionalization of evaluation.

71. Hearn, Norman E. "When Sugar Daddy's Gone, Does Baby Starve? or A Study of the Adoption Rate of ESEA Title III Innovations When Federal Funds Were Terminated," Phi Delta Kappan. 52:59-61, September 1970.
Article summarizes the results of a study of the adoption rate of ESEA Title III programs when federal funds ended. Findings included an 85% adoption rate. Reply by Ernest House et al. ("What Happens When Sugar Daddy Evaluates His Baby," Phi Delta Kappan. 52:247-248, December 1970) analyzes and criticizes the methodology utilized by Hearn.

72. Olson, Thomas A.; Marvin, Lelia. "Evaluation: One State's Approach," American Education. 6:33-34, May 1970.
On site evaluations were used by the Title III ESEA Department of the Illinois Office of the Superintendent of Public Instruction in 1967-1968 to evaluate Title III projects. Stresses importance of humanizing the evaluation process and generating information useful in decision making. Basic evaluation procedure is described.

73. Murphy, Jerome T. "The Impact of Discretionary Funds on State Education Bureaucracies," Harvard Education Review. 43:362-385, August 1973.
Article examines the impact of ESEA Title V on state educational agencies, emphasizing organizational constraints impeding educational reform.

74. Wyatt, Gertrud L. Early Identification of Children with Potential Learning Disabilities. Report of Title VI Project, 1968-1969. 1970. (ERIC Document: ED 041063).
Summary report of the Project of Early Identification of Children with Potential Learning Disabilities which was conducted by Wellesley, Massachusetts Public Schools with ESEA Title VI funding.

75. Orvik, James M. Final Evaluation Report: Yupik Bilingual Education Project, Alaska State-Operated School System, July 1973. Juneau: Alaska State Dept. of Education, 1973. (ERIC Document: ED 086422).
Report is an evaluation of an ESEA Title VII experimental Yupik-English bilingual education project in Alaska.

76. Drane, H. Tupper. Dropout Prevention Program. Project Stay, 1970-71. Final Evaluation Report. St. Louis: St. Louis Board of Education, 1971. (ERIC Document: ED 061400).
Report describes and evaluates a St. Louis ESEA Title VIII program, Project Stay, intended to reduce the number of school dropouts.

INDEX BY ESEA TITLE

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